DOCUMENT RESUME

ED 106 872 CS 202 081

AUTHOR	Butler, Patricia A.
TITLE	Preliminary Considerations in the Development of K-3 Spelling Instruction. SWRL Technical Note.
INSTITUTION	Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	TN-3-72-06
PUB DATE	Jan 72
NOTE	70p.
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	*Discrimination Learning; Identification; Learning Activities; Primary Education; *Spelling; *Spelling Instruction

ABSTRACT

This paper, a Southwest Regional Laboratory (SWRL) technical note, contains preliminary guidelines for the development of spelling instruction for kindergarten through grade three. It includes information on program content and organization, word-attack instruction, written exercises, teacher materials, and supplementary activities. The material has been organized into units and sequenced using the following criteria: difficulty, confusability, environmental constraints, frequency, and regularity. The kindergarten program consists of fifteen units, one of which is an introductory phonics unit and two of which are reviews of preceding blocks of material. The remaining twelve units present lessons based on eighteen vowel-consonant elements. In the first-grade program, the original material has been expanded to include seven additional vowel-consonant elements. The second-grade program includes approximately 300 to 350 words, and the third-grade material includes 350 to 400 words. The content of the second- and third-grade programs includes a review of first-grade rules as well as secondary vowel rules, compounds, homophones, suffixes, contractions, numbers, and days of the week. (TS)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED106872

SWRL

SOUTHWEST REGIONAL LABORATORY TECHNICAL NOTE

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: CS PS
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

DATE: January 28, 1972

NO: TN 3-72-06

TITLE: PRELIMINARY CONSIDERATIONS IN THE DEVELOPMENT OF K-3 SPELLING INSTRUCTION

AUTHOR: Patricia A. Butler

ABSTRACT

This paper contains preliminary guidelines for the development of spelling instruction for grades K-3. It includes information on program content and organization, word-attack instruction, written exercises, teacher materials, and supplementary activities.

CS202081

This document is intended for internal staff distribution and use. Permission to reprint or quote from this working document, wholly or in part, should be obtained from SWRL, 11300 La Cienega Boulevard, Inglewood, California, 90304.

PRELIMINARY CONSIDERATIONS IN THE DEVELOPMENT OF K-3 SPELLING INSTRUCTION

Patricia A. Butler

A prototype first-grade spelling program was field tested in the Spring of 1971 in order to provide program developers with data on which to base the design of K-3 spelling instruction. The prototype program, which consisted of 18 study lessons and four review lessons, specified the following four outcomes to be attained by students:

> Word Elements: The ability to spell 71 beginning consonant sounds and rule governed word-final units (e.g., -ad, -est, -oke).
>
> Regular Words: The ability to spell 142 words composed of program word elements.
>
> Sight Words: The ability to spell 48 high frequency words which contain one or more irregular spelling patterns.
>
> Transfer Skills: The ability to spell any one syllable word composed of program elements by applying word analysis strategies taught in the program.

The results of the field test, summarized in TM 3-71-08, indicated that these objectives represent realistic expectations regarding the capabilities of beginning spellers. However, results also suggested that certain modifications in content, organization, and procedures could enhance program effectiveness. This paper reviews the specific trycut findings and other considerations which led to the recommendations discussed in TM 3-71-08 and presents guidelines for developing revised materials in line with these recommendations.

PROGRAM CONTENT AND ORGANIZATION

Material included in the tryout program was selected from the word bases of the SWRL first- and second-year reading programs. Because close correspondence of content would seem to increase the opportunity for transfer between reading and spelling tasks, it appeared reasonable to strive for maximal overlap of the two programs. However, several additional considerations suggested that an expanded word base would be more appropriate. First of all, separate marketing of spelling and reading programs suggests many learners may not have this transfer advantage. Second, the availability of a new word base for Mod 2 reading provided an additional set of appropriate exemplars for correspondences that will be taught in the revised program. Finally, the SWRL reading word base excludes a relatively large number of words which would be useful in the writing vocabularies of beginning spellers.

The content at each level of instruction in the revised program has been selected primarily from the following sources: the Mod 1 and Mod 2 reading lexicons, the Dolch list, the Rinsland list, the Kucera and Francis list, content commonly included in commerical series (see Cronnell, Technical Report No. 35), and compiled by Design staff (e.g., Berdiansky, Stanton, and Cronnell, TM 2-71-03) using the above-mentioned and a number of additional sources.

CONTENT OF THE KINDERGARTEN PROGRAM

The material includes 45 words which contain program elements, seven additional high frequency regular words and 16 sight words.

Material has been organized into units and sequenced using a number of relatively complicated criteria. Although slightly different procedures have been used in sequencing the content at different grade levels, in general, the following considerations determined the placement of rules and correspondences:

Difficulty: Rules shown to have low error rates either in the Spring tryout or in the pilot study reported in TM 2-70-12 are sequenced before those having higher error rates.

Confusability: Phonemes which were frequently confused in the discrimination study of Marsh and Sherman (reported in TN 2-70-43) and graphemes with similar structural features have been sequenced in non-adjacent units.

Environmental Constraints: Rules which have simpler environmental constraints have been sequenced prior to those which involve more complex conditional relationships.

Frequency: Rules which have a relatively large number of exemplars appropriate for beginning spellers appear earlier in the sequence than those with fewer appropriate exemplars.

Regularity: Predictable spelling rules appear earlier in the sequence than rules with low predictability, which, in turn, appear earlier than unpredictable spelling patterns such as -Vr elements.

For second and third grade materials, two additional constraints were observed: rules related to content covered in earlier grade levels precide those related primarily to the content of the current level, and rules which govern the spelling of a large number of one syllable words precede those which govern two syllable words.

CONTENT OF THE KINDERGARTEN PROGRAM

The kindergarten program consists of 15 units, one of which is essentially an introductory phonics unit and two of which are reviews of preceding blocks of material. The remaining 12 units present lessons based on 18 VC elements which involve regular spellings of the five short vowel sounds, the beginning consonants (excluding j, k, and g), and the consonant units sh, and th. The material includes 45 words which contain program elements, seven additional regularly spelled high frequency words, and 16 sight words. The kindergarten rule sequence is shown in Appendix A. A complete listing of the sequenced kindergarten word list will appear in a forthcoming paper by Berdiansky.

CONTENT OF THE FIRST-GRADE PROGRAM

Because a large number of students will receive their initial exposure to spelling in first-grade rather than Kindergarten, a large segment of the material covered in the Kindergarten Program also appears in the first-grade program. However, the original set of material has been expanded to include seven additional VC elements, the consonants k, j, and g, and the consonant units ch, and wh.

New material includes four doubled final consonant elements which contain short vowels (e.g., -ill, -ell), 27 VCe elements (e.g., -ake, -ole), seven -Vr elements (e.g., -ir, -ar), 19 initial consonant clusters (e.g., br-, sl-), nine terminal consonant clusters (e.g., -nk, -lk) and the suffixes -s, -er, and -ed. Altogether, the program comprises 19 program elements that spell real words (e.g., at), 24 study and six review units which include 153 words composed of program elements, 29 additional

high frequency regularly spelled words, and 52 sight words. The rule sequence for the first-grade program appears in Appendix A. A complete content listing appears in TN 3-71-21.

CONTENT OF THE SECOND- AND THIRD-GRADE PROGRAMS

Content specifications for the second- and third-grade programs are currently being completed by the Design staff using the sources described earlier. According to current plans, second-grade material will include approximately 300 to 350 words; third-grade material will include 350 to 400 words. Topics to be covered in second-grade have been listed in Schwab's working paper "Possible Sequence for Second-Grade Spelling" (Product Design, October 20, 1971). The major content blocks listed in Schwab's preliminary sequence include a review of first-grade rules and the following new material: secondary vowel rules (e.g., [i]→ea; [oi]→oy, oi,) compounds, homophones, suffixes which require alterations of the root word, contractions, numbers, and days of the week. The lexicon from which both the second- and third-grade words will be selected appears in TN 2-71-39. The second-grade content sequence, reproduced from The Schwab paper, appears in Appendix A.

WORD-ATTACK INSTRUCTION

Word-attack instruction was designed to teach students to spell new words by analyzing them into their constituent sounds (either phonemes or elements) and by selecting and correctly sequencing the graphemic units which have been taught as associates of these sounds. With the exception of "sounding out" and certain transfer exercises, procedures

described in this section of the paper represent refinements of the practices used in the Spring tryout of the spelling component.

The results of that tryout indicated that the original word-attack procedures failed to provide students with broadly generalizeable spelling skills. This conclusion was based on the decline in spelling accuracy noted on subsequent tests of study material and on the discrepancy in performance noted between study words and transfer words on a single test. Although transfer words had received no prior exposure in the program, the fact that these words consisted entirely of familiar correspondences would seem to outweigh any specific practice effect if students had mastered the correspondences and the word-analysis skills taught in the program.

As noted in the evaluation of the program, oral word-attack practice was limited to sounding out study words when each new list was introduced and to sounding out and spelling a subset of the study items on the second day of work on a particular unit. Furthermore, although written transfer exercises occurred as a part of each weekly lesson, procedures outlined for the teacher did not detail steps for emphasizing the analytic nature of the task through sounding out practice or for reinforcing the notion that all transfer items were composed of correspondences that the students had practiced both as independent spelling units and as components of study words. Revised word-attack instruction attempts to account for these shortcomings.

Word-attack procedures used in the tryout also failed to provide explicit training in listening skills. As Butler has pointed out in a

forthcoming paper on the relationship of discrimination errors and spelling errors, mastery of sound-to-letter correspondences cannot be effectively achieved until such time as a child develops consistent internal representations of specific sounds, which pre-supposes the ability to differentiate among potentially confusable sounds. If this line of reasoning is essentially correct, then it seems plausible that children with poorly developed differentiation skills could perform satisfactorily on weekly tests of study words by simply memorizing items in the current word list, but could not necessarily fare well on delayed tests of these items or on transfer items.

As noted above, not only did overall results of the tryout conform to this prediction, but specific substitution errors (e.g., using a in place of e) were also consistent with the hypothesis that children failed to discriminate among highly similar sounds. Thus, following Schwab's recommendation (see TN 2-71-21), revised word-attack instruction will include discrimination drills which contrast sounds which are often confused by children.

Appropriate minimal pair contrasts for each unit of the kindergarten and first-grade material have been listed by Berdiansky using the data compiled by Schwab and by Marsh and Sherman (see TN 2-70-43). Similar lists will be developed for higher grade levels. Berdiansky has identified the following types of contrasts for inclusion in lesson materials: words or elements which have similar beginning or terminal consonants (e.g., ch- vs. sh- words; -ad vs. -at words); correspondences whose grapheme units vary depending on environmental constraints (e.g., words

which contrast the k and c spellings of [k]); items whose vowels represent short and long sounds associated with a particular nucleus grapheme (e.g., -ad vs. -ade words); words involving comparisons of digraphs or clusters with minimal pairs based on the omission of one of the two consonants (e.g., sh- vs. s- words; -nd vs. -n and -d words; -arC words vs. -aC words); and words involving all possible minimal pair contrasts of short vowels.

Although all contrasts listed by Berdiansky involve appropriate practice for beginning spellers, it is clear that some contrasts may be more critical than others. In view of the large number of contrasts specified for some units, program developers will require some guidelines for determining which items to omit in order to keep the list down to a manageable size. Contrast list length may be especially problematic in content blocks such as Unit 8 of the first-grade sequence, which includes contrasts among the five short vowels in three terminal consonant environments and contrasts of three of the five vowels in one additional environment. Fortunately, Berdiansky's notes provide some assistance in this matter. For example, she has indicated that of the contrast items in Unit 8, those involving -eC, -aC, and -iC elements should be given special attention. Thus, if all listed contrasts cannot be included in practice, -uC and -oC items would be omitted.

Since most units which include a large number of contrast items involve cases in which vowel comparisons are of primary interest, the vowel discrimination/spelling experiment proposed by Butler should provide additional information to aid lesson writers in determining which

contrasts to exclude. The results of that experiment should help to identify those environments in which similar sounds are most likely to be confused or misperceived and those environments in which discriminations are so difficult that minimal pair items should be taught as approximate homonyms using semantic cues and mnemonic devices as aids for remembering which spelling option to use in a particular context. Word-attack drills for each unit should be developed using critical sets of contrasts which can be identified using data from the discrimination experiment and other sources such as Marsh and Sherman (1970).

The remaining modifications in word-attack instruction were dictated as much by practical as by theoretical considerations. First of all, oral and written practice will often be integrated in a single exercise in order to stress the fact that sound-symbol associations rather than rote learning of either patterns is essential to developing spelling proficiency. Second, vowel correspondences will be taught as rudimentary units as well as components of elements in order to reduce the greatest potential source of errors. Finally, because of the intimate relationship between perception and production, critical phonemes in each exercise will be modeled by the teacher and echoed by the students.

Appendix B contains examples of word-attack exercises treating discrimination, identification, and transfer skills. Because sounding out will occur primarily in the context of other exercises, no separate examples are included in the appendix.

The exercises shown in Appendix B have been laid out in script form which gives a running account of teacher and student responses and of

items that the teacher is to post on the chalkboard during drills. Most exercises are shown in an expanded form which is most appropriate to early lessons and to topics which post special difficulty for the students. In other instances, the teacher can conduct drills with briefer introductions, fewer examples, and less review of preceding material.

SOUNDING OUT PRACTICE

Sounding out practice will be introduced gradually following procedures used in reading. Prior to the first day of instruction in kindergarten and first-grade, children will be asked to identify the parts (i.e., base words) of simple compound words such as "football." After a few items have been successfully analyzed into parts, other two syllable words will be segmented. Finally, after a teacher demonstration of sounding out CVC words, children will be asked to segment orally and visually presented CVC words into an initial consonant and a terminal VC element.

Most exercises shown in Appendix B include two correspondences per drill. While discrimination and identification exercise formats generally require at least two contrasting correspondences, transfer exercises often do not. However, the use of at least two target correspondences is still recommended in order to assure that students attend to critical sounds when attempting to spell new words. Obviously, in the absence of variability at the critical location in transfer items, students could respond correctly simply by following the pattern of

responses established in preceding examples. A brief description of the basic characteristic of each type of word-attack practice is presented below. Subsequent to this initial exposure, children will be expected to respond to requests such as "Sound out the word sat" or "What are the sounds that go together to make sat" with the response being "s-at" or "s-a-t."

DISCRIMINATION DRILLS

Discrimination drills serve the dual purpose of allowing the teacher to determine whether children can hear critical differences and providing students with a minimal amount of practice in listening for these differences. Three kinds of discrimination formats have been developed. The simplest kind requires students to judge whether paired items are the same or are different. The other two formats employ a match to sample technique. In the Type 1 task, the student is required to state which of two minimal pair items is identical to a designated target item. In the Type 2 task, the focus is on identity of sound components within the contrasted words rather than on identity of the words per se. In this case, the student is asked to judge which of two words contains the phoneme or element which occurs in a target item (e.g., to judge whether "bat" or "bit" has the vowel sound heard in "cat").

IDENTIFICATION EXERCISES

Identification exercises provide students with practice in matching sounds with their correct graphemic representations. The two types of identification exercises shown in Appendix B require students to indicate

their knowledge of correspondences by selecting the minimal pair item which spells an orally presented target item, or by judging whether a single visual stimulus matches an orally presented word (e.g., judging whether the printed word "pin" is the correct spelling of the orally presented word "pan"). Except for early lessons in the kindergarten and first-grade programs, worksheet exercises will generally accompany teacher-directed drills.

TRANSFER EXERCISES

The simplest type of transfer exercise, the generalization task, was designed to facilitate the learning of sound-to-letter associations for vowels. Special treatment of vowels was deemed necessary both because of the high vowel error rate observed in the tryout and because of the possibility that the program's emphasis on elements may obscure the fact that vowels have an independent status and constitute unitary sounds just as beginning consonants do. The generalization task follows a sequence which requires students to induce a rule from specific instances, to apply the rule to new instances, and finally, to verbalize the rule.

The remaining transfer tasks require students to generate the spelling of whole words with new initial or terminal consonant units or with new vowel units using prompts provided by previously studied words. Essentially the same format is used for consonant and vowel exercises. For example, the word "bit" might be given as a prompt item for constructing "sit" in an initial consonant exercise, "big" in a terminal consonant exercise, or "bat" in a vowel exercise. Unprompted practice in generating transfer words will be given on practice tests only.

WRITTEN EXERCISES

Written exercises used in the program tryout were of two basic types. Copy exercises which occurred on the first day of practice required students to list regular words by beginning consonant and by terminal element. Because sight words always contained irregular correspondences in the terminal element position, they were listed once along with regular words according to beginning consonant, and then separately with instructions such as "Copy the tricky words." Day 2 exercises required students to complete letter fill-in items which were presented in the context of sentences, stories, crossword puzzles, or embedded word tasks (e.g., tasks which listed words such as "land" from which the student was to extract the study word "and"). The final page of exercises for the second practice day included four transfer items which provided students with a minimal pair prompt to use in generating new words.

As noted in the tryout evaluation, the use of a limited number of formats and the adherence to a strict formula for selecting exercises for each practice day made it difficult to place appropriate differential emphasis on important characteristics of the content in different units.

For example, when the correspondence [k] → k was introduced it would have been desirable to review the c spelling of [k], indicating the conditions which determined the correct option for a given context. However, because this special information could not be accommodated within the given structure of the program materials, the teacher was left to her own devices in this regard. In some classes, teachers briefly

commented on the conditional nature of the rule for spelling [k]. In other classes, no special consideration was given to this matter.

The structure of the revised program will be more sensitive to content differences. Not only will teachers be given special instructions for conducting each lesson, but program developers will be given a much larger set of formats from which to make final selections for inclusion in exercises for each unit. Examples of the various formats appear in Appendix C. Formats have been categorized to reflect the aspect of spelling to be emphasized in the exercise. The four basic categories are letters, sounds, correspondences, and whole words. A fifth very broad category, structural rules, has also been added to cover topics such as suffixation and compounds, which will require somewhat different formats.

It should be noted that the Exercises shown in Appendix C represent only a subset of the possible tasks which would provide appropriate practice for elementary grade spellers. An attempt was made to include only a sufficient range of examples to suggest dimensions that can be altered without modifying any essential characteristic of a lesson which is intended to focus on a particular component of spelling.

In selecting exercises to be used in presenting the content of any unit, program developers need not feel constrained either by the categories or specific formats included in Appendix C and described below. However, every new unit of work should include sound, correspondence, and word emphasis exercises. When appropriate, as will be the case in early kindergarten and first-grade lessons, each unit should also include an

optimal amount of practice on letter emphasis exercises.[1]

LETTER EMPHASIS EXERCISES

Letter exercises were designed primarily for use in the kindergarten program and in the first eight units of the first-grade program.[2] Several of the letter exercises simply require children to trace and/or copy characters for which complete models or guidelines (e.g., dashes, dots, or shading) are provided. Other exercises require children to indicate which upper and lower case letters constitute a pair by identifying sets of letters which are properly matched, by ordering unordered sets of letters to form companion pairs, or by supplying the companion letter when one member of the pair is provided. The remaining letter exercises attempt to teach the concepts "vowel" and "consonant." These exercises will require students to circle, copy, or otherwise indicate which letters correspond to the defined set (either vowel or consonant) and which letters do not.

SOUND EMPHASIS

Exercises which emphasize the sound components of words will be treated primarily through teacher-directed oral drills. However, to provide the teacher with a convenient method of assessing the listening skills of individual students, a certain number of exercises will also

---

1 Note that kindergarten exercises should not require students to write letters without guidelines prior to lesson 6. By this point, independent handwriting instruction should make constructed responses rather than tracing or selected responses appropriate.

2 In Units 1 through 8 of the first-grade program, all consonant and regular short vowel spellings are reviewed and presented with an expanded set of exemplars. Much of the content, however, also appears in the kindergarten material.

require students to identify sounds by indicating which of a group of depicted objects have names which contain a specified target sound. At more advanced levels, highly familiar, easily readable words can be substituted for pictures. When printed words are used as stimuli, program developers should take care to minimize the extent to which students can respond correctly solely on the basis of letter clues.

CORRESPONDENCE EMPHASIS

Like the sound emphasis tasks, many of the exercises designed to reinforce the learning of specific sound-to-letter correspondences will be conducted in conjunction with oral drills. Others, however, will be completed as seatwork by students either individually or in groups.[3]

The formats and specific responses required in completing correspondence exercises are quite variable. For example, students will select the letter which spells a particular sound, list study words that contain a designated correspondence, select the minimal pair item that contains a designated correspondence, or generate a new word from a previously studied word by changing a single correspondence. In all cases, however, students will be asked to match sounds with their correct graphemic representations. In most instances, students will be instructed to copy each study word in its entirety after fulfilling primary requirements of the exercise.

---

[3] Written practice will be conducted in groups by the teacher for those students who have trouble completing lessons without extensive aid.

WORD EMPHASIS EXERCISES

Word emphasis exercises will require students to recall the spelling of words from memory or to select the correct spellings from sets of distractor items which involve contrast with the target word at more than one position. A variety of formats will be used in word exercises, including sentence and story completion tasks, crossword puzzles, and embedded word tasks (e.g., finding the study word "and" embedded in "land").

When choice formats are used, distractor items will generally represent common misspellings of the target items which constitute substitution, addition, omission, transposition, and homonym errors. Although choice exercises may be used with any lesson, they are most appropriate when it is necessary to direct the student's attention to particularly difficult letter patterns as would be the case with irregular spellings (as in the spelling [ɛ] in "said"), with rule exceptions (as the exceptions to the "i before e" rule), and when frequent mispronunciations are likely to yield incorrect but phonetic spellings (e.g., when the final consonant is omitted from the terminal cluster in "land").

STRUCTURAL RULE EXERCISES

Special exercises which treat suffixation rules will require students to isolate root words, isolate suffixes, apply changes to base words to produce their correct suffixed derivatives, select or supply the appropriate form of a suffix (e.g., select -s or -es as the correct ending for the plural of "dish"), and select or supply the

correct suffix to a base word to logically complete a sentence (e.g., as with "The jet land____(ed, ing, er) over there"). Exercises treating compounds will require students to isolate base words and to combine sets of basewords to form new compounds.

UNIT SEQUENCE

Unit sequences describe the activities that are to be presented on each day of instruction for each unit of work included in the program. The sequences shown below also include specific suggestions regarding the procedures that the teacher is to follow in directing each activity except for those activities which are fully described in the Word-Attack Instruction appendix. Procedural details (e.g., those which specify the activities to be included in introducing new consonants and elements) should be omitted from unit sequences that are distributed to teachers for each weekly lesson. Rather, these details should be described in complete detail in a procedures section of the teachers' manual. They are included here only for the information of program developers.

As noted earlier, teachers in the Spring tryout of spelling materials were asked to follow a prescribed sequence of activities for each new lesson, regardless of any special characteristics of the content which might not be easily adapted to suggested procedures. In order to accommodate content differences for the various instructional blocks while still providing students and teachers with fairly familiar structures within which to work, it is suggested that the unit sequences outlined below be used by program developers as a model around which to build exercise Procedures to be used in directing each type of activity.

Seperate sequences for kindergarten and higher grade levels are shown below. Different sequences were necessitated by the fact that two weeks of instruction have been designed for each unit of kindergarten material, while only a single week is to be devoted to each unit at higher grades.

KINDERGARTEN UNIT SEQUENCE*

Day 1 - Introduce new consonants and elements by reading each from the study list, having students echo each, and writing each on the chalk board. Have students try to think of words which contain each new beginning sound and each new element.

- Present a same-different discrimination task using a specified set of items.

- Introduce the new study list by reading each item with the class, and having the class repeat each item after it is read.

- Have the class complete a two-page worksheet whose first page consists of sound emphasis exercises and whose second page consists of letter emphasis exercises.

Day 2 - Review consonants and elements by listing all items on the board and then presenting each orally. Have students indicate which written item corresponds to the oral stimulus. Circle or underline the correct alternative. (A variation would require students to orally spell each item, after which the item would be written on the board.)

- Present a match to sample (WORD) discrimination exercise using a specified set of items.

- Present a match to sample (CORRESPONDENCE) discrimination exercise using a specified set of items.

- Have the class complete a two-page worksheet, the first page of which includes letter exercises, and the second page of which includes word-emphasis exercises.

* Note that the kindergarten sequence specifies no transfer practice.

Day 3 - Review consonants and elements as on Day 2

- Present a match to sample (CORRESPONDENCE) discrimination exercise using a specified set of items.

- Present a selected response identification exercise using a specified set of items.

- Have the students complete a two-page worksheet, the first page of which includes correspondence emphasis exercises, and the second page of which includes word emphasis exercises.

Day 4 - Review consonants and elements as on Day 2.
(Second Week)

- Present a selected response identification exercise using a specified set of items.

- Have students complete a two-page worksheet which consists of word-emphasis exercises.

Day 5 - Practice test all study items and all transfer items generated in Day 4 exercise (immediate, inter-item feedback should be given).

Day 6 - Test all study items and one or two previously untested transfer items. (No feedback is to be given until tests have been corrected by the teacher.)

UNIT SEQUENCE FOR GRADES 1-3

Day 1 - Introduce new consonants and elements by reading each from the study list, having students echo each, and writing each on the chalkboard. Have students try to think of words which contain each new beginning sound and element.

- Present a same-different discrimination task using a specified set of items.

- Present a match to sample (WORD) discrimination task using a specified set of items.

- Introduce the new study list by reading each item with the class, and having the class repeat each item after it is read. (If students have studied many of the items in reading instruction, they may be asked to sound out and/or read new words instead of having the teacher introduce each.)

- Have students complete a two-page worksheet, the first page of which includes a selected or constructed response identification exercise (teacher-directed), and the second page of which includes word-emphasis exercises.

Day 2 - Review consonants and elements by reading each item and having students attempt to spell each without the aid of a study list. Items should be printed on the chalkboard after students have successfully spelled each.

- Present a match to sample (CORRESPONDENCE) discrimination exercise using a specified set of items.

- Present a transfer exercise which requires students to change initial consonants. (Use Page 1 of worksheet.)

- Present a vowel generalization exercise followed by a transfer exercise which requires students to change the vowels. (Continue on page 1 of worksheet.)

- Have students complete worksheet by doing correspondence emphasis exercises on page 2, and word-emphasis exercises on pages 3 and 4.

Day 3 - Practice test all study items and all transfer items generated in Day 2 exercises. (Immediate, inter-item feedback should be given.)

Day 4 - Test designated subset of study items and previously untested transfer words. (No feedback should be given. Transfer items should include at least one word which can be generated from study words by changing the vowel and one which can be generated by changing the beginning consonant.)

Day 5 - (OPTIONAL) Review test results by going over any items misspelled by a fairly large number of students and by having each student correct his errors by correctly copying any misspelled item twice.

Modifications in unit sequences described above will probably be necessary in a number of instances. For example, in early units of the first-grade program, the small number of studied elements will limit the number of transfer items which can be generated for practice and criterion tests. Thus, transfer practice will sometimes have to be eliminated from the activities for a particular unit. Modifications

will also be required for units which do not treat new sounds (e.g., units on doubled final consonants, structural rules). For these units, discrimination exercises will be unnecessary, and therefore, should be replaced by more relevant practice. In units in which irregular spellings or low frequency rules are introduced, discrimination practice may be less critical than practice which directs attention to specific letter patterns. Finally, in units for which a large number of contrasts have been specified, it may be necessary to omit the simpler discrimination exercises in order to provide an adequate amount of practice on the more difficult, but more critical listening and correspondence exercises.

Whenever a unit sequence is applicable, as will often be the case, the model should be followed with only minor variations. Whenever content considerations dictate departures from the model, program developers should modify details as necessary. In either case, however, for each unit, the teacher should be provided with a separate sequence which indicates specific activities for each day's lessons and the words and elements to be covered in each of the individual activities.

TEACHER MATERIALS

In addition to copies of all materials to be used by students, teachers should be provided with a manual which describes the program rationale, content sequence, and procedures. Procedures to be specified in the manual should include the material which appears in the word-attach appendix, instructions for directing practice and end-of-week tests, and instructions for selecting review words and for conducting review lessons. All procedural information not included in the appendix

section of this paper is summarized in the Teachers' Guide used with Spring tryout materials. Teachers should also be provided with a unit sequence which contains information for directing each activity included in daily lessons, a game index, and a set of additional notes such as those compiled by Berdiansky in TN 3-71-21. Notes should include background linguistic information, content which may pose special difficulty for students, and helpful suggestions.

SUPPLEMENTARY ACTIVITIES

Appendix D contains a description of games and other activities that teachers may use to provide students with additional practice on concepts and rules taught in the program. Because all activities included in Appendix D are considered effective learning devices, program developers should feel free to include material from the game section in regular lessons in order to provide variety. Care should be taken, however, to limit selections to tasks which do not require extensive teacher preparation or materials not provided by SWRL. However, in compiling teacher notes, program developers should include a list of appropriate supplementary activities that the teacher may use and a reference to a description of the activities in the game index which should be included in the teachers' guide or in a separate file kit.

References

Berdiansky, Betty. Sequence, Program Words, and sequence rationale for the 1971 revised First-Grade Spelling Program. Technical Note No. TN 3-71-21, 1971, Southwest Regional Laboratory, Inglewood, California.

Berdiansky, Betty, Stanton, George, & Cronnell, Bruce. Design for sequencing spelling-to-sound correspondences in Mod 2 reading program. Technical Memorandum No. TM 2-71-03, 1971, Southwest Regional Laboratory, Inglewood, California.

Butler, Patricia A. Evaluation of the first-grade spelling component. Technical Memorandum No. TM 3-71-08, 1971, Southwest Regional Laboratory, Inglewood, California.

Cronnell, Bruce. Analysis of spelling errors made by participants in SYCSP with no formal spelling training. Technical Memorandum No. TM 2-70-12, 1970, Southwest Regional Laboratory, Inglewood, California.

Cronnell, Bruce. Beginning spelling: a review of six spelling series. Technical Memorandum No. TM 2-71-22, 1970, Southwest Regional Laboratory, Inglewood, California.

Cronnell, Bruce, & Schwab, Donna. Design of second-grade spelling: phase I Technical Note No. TN 2-71-39, 1971, Southwest Regional Laboratory, Inglewood, California.

Marsh, George, & Sherman, Marjorie. Children's discrimination and production of phonemes in isolation and in words. Technical Note No. TN 2-70-43, 1970, Southwest Regional Laboratory, Inglewood, California.

Schwab, Donna R. An analysis of spelling errors in the 1971 tryout of a first-grade spelling component. Technical Note No. TN 2-71-21, 1971, Southwest Regional Laboratory, Inglewood, California.

APPENDIX A

K-3 RULE AND CONTENT SEQUENCE

KINDERGARTEN LEVEL*

UNIT	
1:	b, r, t, g, a
2:	b,r at, ag
3:	s, p it, ig
4:	d,h ad,id
5:	f, p an, in
6:	REVIEW
7:	g um, ug
8:	c (an), un (at), ut
9:	m, t om, op
10:	th (at), ot
11:	N (ut), (ot)
12:	REVIEW
13:	y et, ed
14:	l, w (et), (it)
15:	sh (at), (et), en

* Unit 1 is an introductory phonics unit which will include no explicit spelling practice or study words.

FIRST-GRADE LEVEL

UNIT*

1: m, p, t
a, ap, at

2: b, h, s
i, ip, it

ip-it
at-it

3: f, n, r
an, in

an-in

4: d, g, l, w
ad, id, ag, ig
(am, im; ab, ib)

ad-id
ag-ig

b-d

Final d-t

5: REVIEW UNITS 1-4

6: j, v
u, un, ut;
ug
(up, us; ub, ud, um)

ag-ig-ug
an-in-un
at-it-ut

j-g

* Items shown in boxes should be contrasted in lesson activities.
Items in parentheses are low frequency non-program elements.
Underlined elements are real words of high to medium frequency.

UNIT

7: k, c
o, og*, ot:
op
(on; ob, od, om)

oC-aC

ki-ca, co, cu

o →/a/ or /aw/
for-og, on, off

8: x, y, z
e, ed, eg, en, et
(es; em)
(ix, ox; ax)

eg-ag
ed-ad
et-at
en-an-in

9: REVIEW
UNITS 6-8

10: sh, th
(ush)
(ath, ith)

sh-s-h
th-t

11: ch, wh
(ich, uch)

ch-c-sh
wh-w

wh→/hw/ or /w/

* The teacher should explain that the o may be pronounced [a] or [aw] in the words on and off, and in the words in -og.

UNIT

12: qu
ell, ill
all, ull
-ss
(ff, dd, gg, zz)

13: -e, -o, -y

14: REVIEW
UNITS 1-13

15: -aCe, (vs. -aC)
ade, ame, ape,
ate, ale, ave;
ane
(afe)

16: -iCe, (vs. -iC)
ide, ime, ine
ite, ile, ive, ire;
ipe
(ife)

17: -oCe (vs. -oC)
ode, ope, ote,
ome, ore;
ole
(one; obe, ove)

18: -uCe (vs. -uC)
ube, ute, ule;
ure
(ude, ume, une)

-ee
eek, eep;
ee, eed, een, eet
(eef, eem, eeth)

u → /yu/ or /u/
for uCe words

e-ee

UNIT

19: -Vck, vs. -Vke
ack-ake
ick-ike
ock-oke
uck
(eck)

20: REVIEW
UNITS 15-18

21: Cr-
br, cr, dr,
fr, gr, pr, tr

Cr-C

22: Cl-
bl, cl, fl, pl;
gl

ay

Cl-C

23: sC-
sk, sl, sm
sp, st;
sn, sw
(sc)

/K/→K/ -y

24: -CC
lf (elf)
mp (imp)
nd (and, end)
nt (ant)
st
(lp; ld, lm, lt)

VC-VCC

UNIT

25: ng, nk (ink)
lk, sk (ask)

Vck-VCk

ng-g nk-n Ck-k

o → /a/ or /aw/ for -ong, -onk

26: REVIEW
UNITS 15-25

27: Suffixes
-ing, -s, -er

Base-Base + suffix; no doubling final consonant and no dropping final e.

28: ar,
art
(ard, arn)

ar-arC-aC

29: ir, or, orn, ort
(irt, urn
urt, ird, irl, irst;
ur)

Vr-VrC-VC

30: REVIEW UNITS 1-29
FINAL TEST

SECOND-GRADE LEVEL

I. Review Material.[1]

UNIT

1. Short Vowels; a, e, i, o, u
2. Final Double Consonants; ll, ss, (ff)[2]
3. [k] → c /__ {a, o, u} [k] → k /__ {i, e}
4. (Mr. and Mrs., capitalization, possessives)[3]
5. Consonant Clusters (including CCC)
6. Suffixes -er, -ed, -ing and (-est) with no doubling of consonants or dropping of final silent e's.
7. Long vowels; a...e (including -are and -ase), i..e, o..e, u..e
8. (∅ + -ing, -ed, -er, -est)
9. wh-, ch- (including -nch and -rch), -ng and qu-
10. (-es)

II. New Material

11. Compounds with no new rules
12. [i] → ea
13. [e] → ai
14. Homophones using examples from Rules 12 and 13.[4]

---

[1]New elements and new initial clusters (e.g., -ale or pr- which could have been, but were not used in First-Grade program words) will be included where feasible in the review section.

[2]Correspondences which are new but closely related to First-Grade content are noted in parentheses in the review section.

[3]Proper names with short vowels and other First-Grade rules may be used to teach all of these (e.g., "Pat's" or "Mr. Hill").

[4]Once the notion of homophones is introduced, new homophones can be included as soon as the rules for both words have been taught (e.g., "red"-"read" might be taught under → ea).

ea vs. ee (e.g., "beat"-"beet")

ai vs. a..e (e.g., "pail"-"pale")

15. [o] → oa, ow

16. -ful (including "full" to review [u] → u)

17. [(y)u] → ew, ue

18. [oi] → oy, oi

19. C + C + -er, -ed, -ing, and -est

20. -er (unstressed) and CC/V V̆__V (including doubled consonants in words with endings other than -er such as "yellow")

21. -le (including V̆CCle)

22. [u] → oo

23. [u] → oo

24. -ge, -dge

25. [ər] → or/w__ (including review of ir, ur)

26. ild, ind

27. old, ost, oll

28. -ly

29. -y (base words with no doubling of C and then with doubling of C)

30. -y (non-base words)

31. -y → i + es, ed

32. numbers, -ty (including review of old numbers. "Seven" and "eight" must be taught as sight words).

33. [ə] → o, o..e (stressed)

34. [ɛ] → ea

35. [aw] → ou, ow

36. [ay] → igh

37. [ə] → e (including -en, -ess, -et)[5]

38. Contractions[6]

39. [ə] → o (unstressed) including -on, -om, and -or.

40. [ə] → a

41. [s] → c /V__e#

42. [z] → s /V__e#

43. Days of the week.

---

[5]-el will probably be left until Third-Grade as there are no useful exemplars and in order to avoid inclusion of two spellings of [əl]. Other [ə] → e words such as "hundred" may be taught as sight words.

[6]"Could," "would," and "should" should be taught in a lesson just previously to prepare for the contracted, negative forms.

APPENDIX B

WORD ATTACK PRACTICE EXAMPLES[1]

DISCRIMINATION EXERCISES

Introduction

T: These letters say an (BOARD: an). What do these letters say?

C: An.

T: That's right. These letters say an. These letters say in (BOARD: in). Say in.

C: In.

T: How are these two sets of letters different?

C: The vowels (first letters) are different.

T: That's right (BOARD: underline a and i). The first two letters, the vowels a and i are different. And they spell different sounds. Listen: aan; iin. Lets say these sounds very slowly so that we can really hear the difference. Aan. Iin.

C: aan, iin.

T: Good.

Same-Different Task

T: Now let's listen to some words that end with these sounds. I will say two words and you tell me if they are the same or if they are different. Ready? O.K. Listen carefully: an, an. Are they the same or different? Ann, aan.

C: Same.

T. Good. Everybody is really listening. Let's all say aan.

C: Aan.

[1]The following conventions are used throughout this section: T=Teacher; S=a particular student; R=any student or the entire class: C=class; letters places between slashes represent sounds (e.g., /a/ is the short "a" sound); letters underlined represent alphabetic characters (e.g., a is the letter "a"); hyphenated words indicate that the word is sounded in terms of elements rather than pronounced naturally; doubled letters (e.g., bb or aa) indicate additional emphasis on the sounding of that letter in a particular word.

T: How about these words, pan-pin. p-aan. p-iin.

C: Different.

T: Yes, pan and pin are different. Say p-aan.

C: P-aan.

T: Now say p-iin.

C: P-iin.

T: (Continue with following list, reinforcing each response and having students sound out each item after it is modeled.)

3. tin-tan
4. an-in
5. pin-pin
6. fan-fin

Match to Sample Task--(words)

T: Now we'll play another listening game. I need two volunteers. (Present each volunteer with a stack of cards arranged so that items in the two sets are ordered to form minimal pairs. Each child should have one member of each pair. Have each volunteer hold up each card and have the class or the student read the cards aloud. Check to make sure each student reads the items correctly.) This is how we will play the game. Read your first card: S_1.

S_1: An.

T: Now you read your first card S_2.

S_2: In.

T: O.K. Who said: in?

R: S_2.

T: Good. Show the class the cards you read S and S_2, and we will say the sounds together. (Continue with the following list, letting the volunteers take turns being first. Target items are underlined.)

S_1 Deck	S_2 Deck
<u>tan</u>	tin
<u>pan</u>	pin
in	<u>an</u>
<u>tin</u>	tan
fan	<u>fin</u>

(NOTE: An alternative procedure would involve the teacher presenting all items using two hand puppets as S_1 and S_2.)

Match to Sample Task--(correspondences)

T: Let's do some listening exercises. We will listen for vowel sounds like /a/ in at, or like /i/ in it. Let's do a practice word first. Sound out cat, class.

C: C-aat.

T: Good, Cc (BOARD: C) -aat (BOARD: add at). Cat, C-aat. Which letter makes the vowel sound /a/ in cat?

R: A

T: Good. The letter a makes the sound /a/ in c-aat. Now tell me which word has the same vowel sound. Is it bat or bit; b-aat, b-iit?

R: Bat.

T: That's right. C-aat, b-aat, b-iit. Cat and bat go together. Sound out cat and bat.

C: C-aat, b-aat.

T: Fine. Let's do another one. (Continue with the following list. The word containing the target vowel is given first, followed by contrasting items. After each correct response has been elicited, write the three items on the board, placing an X through the one that does not fit the pattern.)

2. in: pan, pin
3. an: fan, fin
4. at: fit, fat
5. tan: fin, fan
6. bit: pit, pat

IDENTIFICATION EXERCISES

Yes/No Task

T: Look at page __ of your exercise sheets. The sentences on page __ all have one blank space. We will read each sentence together and try to guess the study word that goes in the space. After we've guessed it, I will write it on the board and you will tell me if I spelled it right. Ready? Let's read together. "We cook the eggs in the..." What's the word?

R: Pan.

T: That's right. Pan, p-aan. p-i-n. Is that right?

C: No.

T: How should I spell it?

R: P-a-n.

T: Right. P-a-n is pan (BOARD: cross out pan and write pin). Write pan in the blank. Let's sound out pan.

C: P-an.

T: Good, what is this word (point to pin)? Sound it out and say it.

C: p-in, pin.

T: Now we'll do another one and you keep score for me. (Continue with the following list. Where two items are given in parentheses, the initial response should be incorrect.)

2. I put worms in the _____ can. (tan, tin)
3. When it is hot, we use the _____. (fan)
4. Let me come _____. (in)
5. I _____ fast. (rin, ran)
6. I have _____ apple. (an)

Selected Response Task

T: I will say a word and then read a sentence that has the word in it. Then I will write two words on the board. On your exercise sheet, circle the word I said. But be careful, some of the words look a lot alike, so don't let them fool you. You have to listen and then look at the words very carefully and remember which letters make which sounds. Are you ready? The word is pan. P-an. We cook in the frying pan (BOARD: pan, pin). Which word did I say? This one (poing to pan) or this one (point to pin)? P-aan. Circle the word I said. P-aan. (Pause). Which one did you circle?

R: The first one (or p-a-n).

T: Good. P-aan has the a. Let's say pan together. P-aan.

C: P-aan.

T: Here's another one. (Continue with the following list. Target items are underscored.)

2. tin. I put worms in the tin can. (BOARD: tin, tan)
3. fan. It's too hot. Turn on the fan. (BOARD: fin, fan)
4. in. Let me in. (BOARD: an, in)
5. ran. When the dog chased me, I ran. (BOARD: ran, rin)

TRANSFER EXERCISES

Generalization Task

T: Let's review our ending sounds for the week. Who can spell an?

R: A-n.

T: Good. An is spelled a-n (BOARD: an). Now who remembers how to spell at?

R: A-t.

T: What smart students (BOARD: write at below an)! Now let's listen carefully: aan, aat. Say aan, aat.

C: Aan, aat.

T: What sound do you hear in aan that you hear in aat?

C: /a/

T: That's right, /a/. How is /a/ spelled in an; what letter should I underline to show the part that says /a/?

R: A.

T: Right (BOARD: underline the a in an). What letter makes the /a/ sound in at?

R: A.

T: That's right (BOARD: underline a in at). Now who remembers how to spell mat?

R: M-a-t.

T: That's right isn't it, class? Mat is spelled m-a-t (BOARD: add mat below bat so that the vowels are lined up). How about tap? Who can remember how to spell tap?

R: T-a-p.

T: Fine (BOARD: add tap below mat). Now sound out mat and tap, class.

C: M-aat, t-aap.

T: Does everybody hear the /a/ sound? Listen, m-aat, t-aap. What letter spells /a/ in mat and tap?

C: A.

T: That's right. We spell /a/ with the letter a (BOARD: underline a in mat and tap). What other words have the /a/ sound? Can you think of any?

R: (Allow any admissible response.)

T: Yes. All of those words have the /a/ vowel sound. If I wanted to spell a new word like cap, how do you think I would spell the /a/ sound (BOARD: c_p)?

R: A.

T: Good for you (BOARD: fill in a). Now think really hard. If I wanted to spell the /a/ sound in rag, Sam, or apple, what letter sould I use (BOARD: r_g, S_m, _pple)?

C: A.

T: That's right. We spell /a/ with the letter a in rag, Sam, and apple (BOARD: add a to each blank). Let's sound out these words together and listen for the /a/ sound. R-aag, S-aam, aa-pple.

C: R-aag, S-aam, aa-pple.

T: Fine. Now I bet you know the rule. Most of the time when we hear the /a/ sound in a word, we spell it with the letter...

C: A.

T: That's right. In some tricky words, the rule won't work, but most of the time we will spell the sound /a/ with the letter a. Now let's see if you can figure out how to spell some new words that have the /i/ sound we hear in iin and iit. (Repeat the above procedure, having students generate the new item lip as they generated cap. Use rim, lit and itch to reinforce the generalization as was done with rag, Sam, and apple above.)

(NOTE: The second rule need not be introduced in this lesson as long as students receive subsequent transfer practice in which the correct response is not completely predictable from preceding examples which establish a pattern based on a single letter.)

Word Construction Task--(initial consonant)

T: Let's see if we can use the sounds we studied to spell some new words. Who remembers how to spell bat?

R: B-a-t.

T: That's right isn't it, class (BOARD: bat)? Now let's sound it out together. B-at.

C: B-at.

T: Good. Now what part of the word do I underline if I want to show the letters that say aat in bat, b-aat?

R: A-t.

T: What if I wanted to spell cat; how would I spell it?

C: C-a-t.

T: Good (BOARD: add cat). Now what part of the word cat sounds like bat? Let's sound out cat and bat.

C: C-aat, b-aat.

T: Did you hear the same ending sounds? c-aat, b-aat. What ending sounds did you hear in both words?

C: Aat.

T: Right. Now which letters make the /aat/ sound in bat and cat?

R: A-t.

T: That's right. Everybody is really thinking (BOARD: underline at in bat and cat). Now listen again and tell me where the words are different cc-aat, bb-aat.

R: The first sound.

T: Right. The first sounds are different for cc-at, the first sound is /c/, and we spell that with the letter...

R: C.

T: Right (BOARD: circle c) and in bb-at the first sound is /b/ and we spell that with...

R: B.

T: Right (BOARD: circle b).

T: Now suppose I wanted to spell a new word like sat. I would sound it out, ss-at, and listen to the parts. Let's all sound out sat. ss-aat.

C: Ss-aat.

T: What part of ss-aat sounds like bat and cat? Say the sounds that are the same.

C: At.

T: Right. And we know how to spell at, don't we? We write...

C: A-t.

T: Good! We write a-t for at (BOARD: _at). But we still have to spell the first sound in ss-aat. Who can think of a word that starts like ss-aat.

R: (Any admissible response.)

T: That's right. We hear the /s/ sound in that word and in other words we know like Sam and see. Sound out sat and sam and see.

C: Ss-at, ss-am, ss-ee.

T: Now who remembers how we spelled the /s/ sound in Sam and see?

R: S.

T: Very good. We spell /s/ with the letter s in Sam and see. So we spell it with the letter s in the word ss-aat. See how easy it is to spell new words? We listen to the sounds and when we hear a sound that we studied, we try to remember how we spelled the sound in other words that we know. Then we put the letters together in the right order and we have a new word. How do we spell sat, class?

C: S-a-t.

T: Right. Sat is spelled s-a-t (BOARD: add s).

T: Now think really hard. Suppose I wanted to spell a word like rat that we never practiced. To figure out what sounds are in "rat" first I would...

R: Sound it out.

T: Right. I would sound it out. Sound out rat, class.

C: Rr-aat.

T: What is the first sound and who knows some words we studied that have the same sound?

R: Rr. (Accept any admissible word response.)

T: How did we spell the first sound in those words and words like ran and rag?

R: R.

T: That's right, we spelled the /r/ sound with the letter r (BOARD: r--). And I bet you can tell me how to spell the rest of the word. The ending sound in r-aat is---

C: aat.

T: Yes and we spell aat...

R: A-t.

T: That's right. We spell rat r-a-t. Now let's practice making some other new words that have the at sound. (Continue with the items fat and chat, using prompts for the initial consonant as necessary.)

Word Construction Task--(vowels)

T: Who remembers what letters say /a/ in at, an, or hat?

R: A.

T: Right. The letter a says /a/ these words: at, an and hat (BOARD: at, an, hat). What letter says /i/ in these words: it, in, and hit?

R: I.

T: That's right. The letter I spells the /i/ sound in the words it, in and hit (BOARD: line up it, in and hit with their minimal pair items). O.K. here's a tricky question. Let's add b-at to our list of /a/ words (BOARD: line up bat with the a words).

T: Who remembers how to spell bit.

R: B-i-t.

T: Good BOARD: line up bit with the list of i words).

C: B-it.

T: Right. Now listen to the starting sounds in bat and bit, bb-at, bb-it. Are they the same or different?

R: The same.

T: And how do we spell the first sound in bat and bit?

R: B.

T: Right. We spell the /b/ sound with the letter b (BOARD: underline the letter b). Now lets sound out bat and bit and listen to the ending sounds.

C: B-at, b-it.

T: Right. We hear aat in b-at and iit in b-it. What letter makes the /a/ sound in bat?

R: A.

T: Right (BOARD: circle a). And what letter says /i/ in b-it.

R: I.

T: Right. The letter i says /i/ in bit (BOARD: circle i in bit), and the last sound in b-itt and b-att is the same, /t/. Which letter spells /t/ in bit and bat?

R: T.

T: Right. The letter t makes the sound /t/ in bat and bit. Now sound out the two words again.

C: B-aat, b-iit.

T: All the sounds are the same except the vowels, so all the letters are the same except the letters that spell the vowel sounds (BOARD: point to the a in bat and the i in bit). Now copy the two words and say them to yourself and circle the letters that make the two words sound different and look different. Now what if we wanted to spell tan. We know how to spell tin (BOARD: tin). So we can figure out how to spell tan (BOARD: _ _ _) from what we know about sounds and letters. Sound out tan.

C: t-aan.

T: Now listen to the starting sounds in tin and tan. tt-in, tt-an. Are they the same or different?

R: Same.

T: Right. So how do you think we would spell the first sound in tt-an?

R: T.

T: That's right (BOARD: write t in the first space). Now lets sound out tin and tan and listen to the ending sounds.

C: T-iin, t-aan.

T: Good. We hear iin in tin and aan in tan. What letter makes the /i/ sound in tin?

C: I.

T: Right (BOARD: circle the i in tin). But we need a vowel letter that makes what sound to spell tan.

C: /a/

T: /a/ is right; t-aan. What letter do we use to spell /a/.

C: A.

T: We use a to spell /a/ (BOARD: add a to the second space) and we write which letter to spell the very last sound in t-ann, /n/?

C: N.

T: Right. So all we really had to do to change tin to tan was to change the letter that spells the vowel sound. Sound out tin and tan.

T: (Summarize the transfer procedure as above. Then complete the following list using items in the first column as prompts for items in the second column.)

Key Word	Target Word
pin	pan
ham	him
rip	rap

(NOTE: After additional vowels have been introduced words would involve more variability at the vowel position. For the list shown above, correct responses can be generated using the rule "replace a with i" and its reverse "replace i with a." Therefore children actually needn't rely on sound cues to guide responses.)

APPENDIX C

SPECIFICATIONS FOR WRITTEN EXERSISES[1]

SOUND EMPHASIS

1. Given a set of easily depicted, familiar objects, the student is to:

   (a) circle the objects whose names begin (end) with the same sound or whose names contain the same vowel sound,

   (b) cross out the objects whose names do not contain the designated target sound, or

   (c) connect the objects whose names form a rhyming pattern.

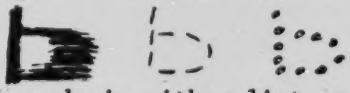
2. Given a set of incomplete sentences which use pictures in place of key words, the student is to select the word needed to complete a rhyming or alliteration pattern by crossing out the depicted object whose name is inappropriate. Exemplary items are shown below.[2]

   Mother got a brand new [HAT].
   Brother got a baseball [BAG] [BAT].

   Pete's pet [PIG] [WIG].
   Bob's big [COAT] [BOAT].

LETTER EMPHASIS

1. Given a stimulus which suggests a particular alphabetic character, the student is to trace or complete the letter by following the outline using forms such as those shown below and then copy the letter three times.



2. Given a set of words in either list or sentence format, the student is to circle the beginning (ending) consonants or the vowels in each word.

3. Given a set of alphabetic characters, the student is to:

   (a) circle (copy) the letters that are vowels (consonants), or

---

[1]Specifications in this section present only critical stimuli and responses for the emphasized component. Except in early kindergarten and first grade lessons, when an exercise simply requires a letter response, children should be asked to copy each whole word which results from completing critical items.

[2]Words printed in capital letters and shown in brackets are used to denote simple line drawings.

(b) cross out the letters that do not belong in the defined set (vowels or consonants).

4. Given sets of upper and lower case letters, the student is to:

(a) circle the sets of letters that are properly paired using lists such as the following:

F	f
H	h
B	b
C	c

(b) connent the letters that form a pair using stimuli such as the following:

a	b
B	A

M	h
H	m

F	f
H	n
N	b
B	h

5. Given a set of letters, the student is to print each companion letter in the space provided and circle all of the letters which are upper case.

F	_____
a	_____
I	_____
n	_____

CORRESPONDENCE EMPHASIS

1. Given a set of easily depicted, familiar objects, the student is to:

(a) draw a line connecting each picture to its beginning (ending) consonant sound or its vowel, e.g..

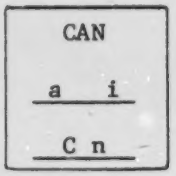
[MOP] [FAN] [FLAG] [MAP]

f p

(b) print the letter which spells the beginning (ending) consonant sound or vowel of each depicted object. Using formats such as the three shown below.

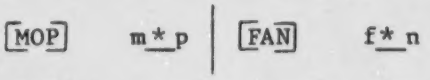
(c) print the letter which spells the beginning (ending) consonant sound or vowel of each depicted object which contains a specified target sound and cross out pictures which do not contain the target sound.

(d) circle the letter which spells the target sound in a depicted object. Then trace or copy that letter to complete the name of the object using stimuli such as that shown below.



2. Given a list of study items, the student is to:

(a) list below each of several depicted objects those words that contain the correspondence exemplified by the name of a depicted key object, for example, given the following key pictures and correspondence clues



the child is to make separate lists of words containing the vowel sounds [a] and [æ] and to circle the letters o and a in each list of words.

(b) list verbally identified characteristics, e.g.,

Write all study words in which one sound is spelled with two letters and circle the letters that spell the sound.

Write all of the words that contain the long "a" sound as in "bake" and circle the letters used to spell the sound.

3. Given an ordered set of word completion items such that each item differs from its immediately adjacent items by a single correspondence, the student is to supply the missing letter to spell the word indicated by key objects or by verbal instructions, e.g., given the following list,

	f u n
[FAN]	f__n
[FIN]	f__n
[PIN]	__in
[PAN]	p__n

The student is to complete the spelling of fan, fin, pin and pan.

(NOTE: Particularly well suited to transfer tasks.)

4. Given appropriate picture stimuli, the student is to complete the spelling of sets of minimal pair words aligned in a fashion which emphasizes the location of critical correspondences as in the following formats:

[FAN]	f__n	[CAP]	[c | p]
[FIN]	f__n	[CAPE]	[c | p]

5. Given sets of sentences, each of which includes minimal pair items, the student is to indicate whether these critical items occur at logical points in each sentence. If so, the child is to recopy each item in the corresponding space. If not, the child is to correct the word order when copying the target items as in the sentences shown below.

   1. Ann mad her mom made.

      Ann _____ her mom _____.

   2. I can get a candy cane with this dime.

      I _____ get a candy _____ with this dime.

6. Given sets of imcomplete sentences, the student is to complete the spelling of the missing word using letter clues provided by a minimal pair word in items such as the following:

   1. In the tub is a bath _ _ _. (mad)

   2. Santa has toys in his _ _ _. (bat)

or the following:

1. I had a bat, b_t I lost it.

2. The rag fell on the r_g.

(NOTE: Particularly well suited to transfer tasks.)

WORD EMPHASIS

1. Given access to a study list, the student is to:

   (a) copy each study word, cover it and attempt to spell it from memory, correcting any errors made in his second attempt;

   (b) complete a story or a set of unrelated sentences by supplying the logical study word using specific letter clues when necessary;

   (c) complete a crossword puzzle using information provided by sentences in which the target word is omitted, or

   (d) correct any misspelled target word in sentences containing misspellings that represent correspondence confusions (i.e., common substitutions), additions, omissions, transpositions as shown in the sentences below, in which land is the target item.

   Lend the jet over there. (substitution)

   Lande the jet over there. (addition)

   Lan the jet over there. (omission)

   Lad the jet over there. (omission)

   Ladn the jet over there. (transposition)

2. Given a set of alternatives, such that all distractor items constitute minimal pairs to the correct alternative as with the following list in which the target item is nan:

   nam, nan, man, men,

   The student is to:

   (a) circle and/or print the alternative which is the correct label for a depicted object, or

   (b) circle and/or print the alternative which logically completes a sentence.

3. Given a list of items whose terminal elements constitute study words, the student is to underline and then print the embedded word in the space provided. For example, given the list shown below, the child is to isolate the underlined elements.

land
cup
bus
hat

4. Given matrixes such as the one shown below, with rows representing beginning consonants and columns representing terminal elements.

	ag	at	an
b			
r			
c			

the student is to:

(a) fill in the squares at intersections which spell study words and put an X in others,

(b) using a list of numbered picture stimuli, write the number which corresponds to each object in the square whose row and column entries spell the name of the designated object. A list corresponding to the above matrix might be as follows:

1. RAG
2. CAN
3. BAG
4. CAT
5. RAT
6. BAT

STRUCTURAL RULES

A. Compounds

1. Given a list of compound words, the student is to circle or other wise indicate the two base words which form the compound.

2. Given two lists of words, the student is to combine each item in list A with all items in list B which yield meaningful compounds.

B. Suffixes

1. Given sets containing one or more identical objects, the student is to match each set with either the singular or the plural label provided as in the following examples:

[FAN	FAN]	fan	fans
[CAT]		cat	cats

2. Given sets of words to which plural or other types of suffixes have been added, the student is to circle, underline, print or otherwise isolate the root word.

3. Given a series of multiple choice sentence completion items, the student is to select the logical item from

   (a) pairs of words representing the root word and one of its suffixed forms as with the sentence.

   The boat _____ a sail. (need, needed)

   (b) sets of words containing two or more suffixed forms of a single root word as with the sentence.

   The jet _____ over there. (landed, landing, lands)

4. Given sets of sentences such that each sentence within a set has a different subject but the same root verb, the student is to supply the correct form of the verb using examples and completion items such as those shown below.

   We say, "I get. He gets. We are getting." In each blank below, write the doing word with the right ending.

   (see) 1. I _____. He _____. We are _____.
   (make) 2. You _____. He _____. I am _____.
   (walk) 3. We _____. She _____. He is _____.

5. Given word pairs which consist of a root word and a particular suffixed version of that word, the student is to sort words to indicate whether a final consonant has been doubled, a final silent e has been omitted or whether the root form was left unaltered prior to adding the suffix using lists such as that shown below:

run	--	running	make	--	making
rain	--	raining	dig	--	digging
drink	--	drinking	ride	--	riding
walk	--	walking	feed	--	feeding

6. Given lists of suffixed words, some of which contain intact root words and some of which do not, the student is to circle, underline or otherwise indicate the base word and to rewrite the correct form of any root word altered in suffixation.

7. Given a list of previously studied CVC, CVCC, CVVC, and CVCe words (or any subset of interest), have students perform all of the operations indicated below.

   (a) sort items into the following categories using the example provided:

   Words that end with two consonants: drink

   Words that have two vowels together: feed

   Words that end with silent e: ride

   Words that have a short vowel and end with one consonant: dig

   (b) for each category, form the suffixed word following examples usch as those shown below.

drink	+	ing	=	drinking
feed	+	ing	=	feeding
ride	+	ing	=	riding = riding
dig	+	ing	=	di(g)ging = digging

   (c) for each category, answer the questions, "When words have characteristic "x," do we have to do anything extra before we add ing?" and, "What extra thing do we have to do?"

   (NOTE: This exercise assumes that all word types have occurred in suffixed form in the current lesson or some preceding unit.)

8. Given prior training in discriminating instances in which a root word is altered or not altered prior to adding a suffix, the student is to indicate his knowledge of suffixation rules by,

   (a) selecting the correct form of a particular suffix using word sets such as those shown below:

washs	washes	runing	running
falls	falles	keepping	keeping
runs	runes	makeing	making

(b) correctly filling in the blank space which alters the root when appropriate or crossing out the blank space when no alteration is required prior to printing the correct suffixed form of the word with lists such as the following:

run__ing	run__s
fall__ing	fall__s
keep__ing	keep__s
wash__ing	wash__s

(c) adding a given suffix to all listed root words, circling doubled consonants or crossing out omitted final e when appropriate to show how the root word is altered using matrixes such as those shown below.

fall	+	ing	f a l l i n g
jump	+	ing	
rain	+	ing	
keep	+	ing	
run	+	ing	
get	+	ing	

keep	+	ing	k e e p i n g
rain	+	ing	
make	+	ing	
bake	+	ing	
ride	+	ing	

(d) answering questions such as the following by operating on a base word whose suffixed form has not occurred earlier in the program as with the items shown below:

To show what we have to do when we add ing to a word, make each underlined word into a doing word.

Words that end with two consonants, like drink. ____

Words with short vowels that end with one consonant like dig. ____

Words that have two vowels together like feed. ____

Words that end with silent e like ride. ____

APPENDIX D

SPELLING GAMES

The spelling games described in this section can be used to provide needed practice and review on content not completely mastered by the children. The games could be incorporated into the daily lessons for the whole class or could be supplementary practice for pairs of students.

For all of the games, the basic instructions will be for the pupils to spell or print words which have been read or said to them, to form words by combining appropriate given letters, or to supply rhyming words or words with a given beginning sound. As a variation, a word can be spelled to the pupil, which he must then identify.

The spelling games are divided into those involving: a) recognition of sounds; b) the synthesis of given letters into whole words: c) the spelling of whole words; and d) correction of misspelled words.

Spellings games quoted from other spelling texts are referenced by a number in parenthesis which corresponds to the bibliography.

RECOGNITION OF LETTER SOUNDS

1. Grandmother's Trunk Game

   This is for practice in grouping words that have the same sound. The teacher specifies initial, final, or medial position. Suppose the sound to be used is /b/. The teacher starts out with "I took a boy and packed him in my grandmother's trunk." Then the first child says, "I took a boy and a ball and packed them in my grandmother's trunk." The game continues around the class, each child repeating the previous words and adding another. (If the class is large, it is advisable to repeat only the immediately preceding word.) (1)

2. Following Word Game

   The teacher says a word. The first child must think of a word that begins with the final sound of the teacher's word, the next child a word that begins with the final sound of the first child's word, and so on (bag, guess, street, teach, chin, nut,...). (1)

3. Clap Hands

   Say pairs of words, some of which begin with the same consonant clusters and some which do not. Have pupils clap their hands when they hear a pair of words which begin with the same consonant cluster. This game may also be played with final consonant clusters. (2)

4. I Am Thinking Of....

   Tell the pupils that you are thinking of something that begins with the same sound as climb and holds papers together (clip). The pupil who correctly guesses may then take the teacher's role and make up his own riddle about a word which begins with a consonant cluster. (2)

5. How Many Words Do You Know....

   Write an initial or final consonant cluster on the chalkboard. Then divide the group into two teams and appoint a scorekeeper for each. Each team will then try to name or write, if possible, the most words which contain the cluster listed on the chalkboard, with the scorekeeper keeping tally of the number of words. After sufficient time has been allowed, each scorekeeper should report the words and score for his team. The teacher then names the winning team and lists another cluster to continue the game. (2)

6. Card Games With Final Consonant Clusters

Cut out pictures whose names end with the final consonant clusters ck, nk, sk, lk, ll, ss, mp, st, nt, ng, and nd. Paste them on 3 x 5 index cards. Try to have 4 pictures to illustrate each of the consonant clusters. This deck may be used in many ways.

a) Pupils may be asked to sort the cards into packs ending with the same consonant cluster.

b) Two or more children can play a card game by passing out 6 cards to each player. The remaining cards are left in a pile from which to draw. The aim of the game is to acquire as many packs as possible which ends with the same consonant cluster. Each turn a child draws a card from the pack and discards one from his hand. When he has 4 which end alike, he places them down and draws 4 more cards. The discard pile is turned over when the first pile is exhausted. The game ends when there are no more cards to be drawn. The winner is the child who has accumulated the most packs of picture cards whose names end alike.

c) Another card game can be played by placing on a table 4 cards with pictures whose names end with different consonant clusters. Each pupil is dealt 4 cards, and the remainder of the deck is used for drawing. At each round, the players try to put down any one of their cards that ends with the same consonant cluster as one of those on the table. If a child can play, he need not draw, but he must discard one card from his hand. If a child cannot match a card on the table, he must both draw and discard. Only one matching card can be played at any time even though the player holds more than one. The aim of the game is to be first to go out. (2)

7. Matching Game

Each child playing the game draws a card from a deck of cards which have a single consonant and a vowel printed on each. He also draws at each round from a deck which has final consonant clusters printed on each card. When he finds a card which will combine with any card in his hand to form a word, he places it on the table. The winner is the child who forms the most words. (2)

8. Same Or Different

Have a pupil leader say pairs of words such as back-bed and cat-sack. Have pupils raise their hands if the vowel sounds they hear in the pair of words are the same. (2)

9. Chain Game

Begin the game with pupils standing in a circle in front of their chairs. Say a word containing the short vowel i, such as chick. Each pupil must then name in turn a different word containing the short i vowel sound. If a pupil cannot, he must sit down. The winner of the game is the last pupil standing. The game may be continued by using other vowel sounds with all pupils rising to play again. (2)

10. Sorting Tasks

Ask the children to sort pictures whose names contain CVC or CVCC patterns into piles. Begin by having them sort only pictures whose names contain either a short a or i vowel sound. Continue by having them contrast the other vowels in pairs, and finally have them sort pictures whose names contain all the short vowels. (2)

11. Partners

Make up sets of word cards for word "families" which contain the same consonants but whose vowels vary, e.g., hot, hit, hat, hut or duck, deck, Dick. Have pairs of children flash these cards for each other until both can say all correctly. (2)

12. Bulletin Board Display

As each short vowel is being studies, have children cut out pictures from magazines or old workbooks to illustrate each vowel sound. (2)

13. Hit The Target

Draw three circles, one inside the other on the blackboard, with a letter in each circle and one on the outside of the circles.

a) A child is chosen to stand from ten to twenty feet (varying with age) from the target.

b) The child is given an eraser (or bean bag).

c) The child throws the eraser at the target. He must spell a study word beginning with the letter within the circle he hits. (Shown above.)

d) One point is given for a correct answer.

e) The inner circle should have the letter of the easiest word while the words to be spelled become more difficult toward the outer circle. If a child completely misses the target, he spells the word beginning with the letter that lies outside the largest circle.

f) The children will want to hit the center of the target as the words will be easier to spell and they can gain more points. Teacher should change the words fairly often. (3)

14. Blackboard Spin The Bottle

Five children ("bottles") are chosen to stand under five starting sounds (e.g., ch, st) at the blackboard.

a) Children in the room are called on to "spin" the bottles. They call out words beginning with one of the sounds on the board.

b) When a "bottle" hears a word beginning with his sound, he quickly spins around once. For example, if the word chug called out then the "bottle" under the letters, ch, at the board spins as is shown above.

c) If a child fails to spin when his category is called, he must give someone else his place at the board. (3)

15. Draw The Tail On The Donkey

Draw a large donkey on the blackboard.

a) Put starting sounds on various sections of the donkey as shown above.

b) Choose a child and bring him to a spot a few feet from the donkey.

c) Blindfold the child and give him a piece of chalk.

d) Lead the child to the donkey. He must draw a tail on the picture.

e) Child makes his mark and the blindfold is removed. He must say or spell a study word beginning with the starting sound in the section marked. If he completely misses the donkey, he uses the sound located outside of the picture.

f) If the child correctly uses the starting sound, he can now call another child up to the donkey. (3)

16. Shuffle Blackboard

Write six or more letters across the blackboard.

a) A child is chosen to stand at one end of the chalk tray.

b) At a given signal, he slides the eraser along the tray.

c) The child must spell a word beginning with the letters above the eraser. (3)

17. Blackboard Relays

Have class divide into four relay lines of five children each. (This size can vary depending on the number of children playing.)

a) Four starting sounds are written on be board.

b) The four relay lines stand in front of the four starting sounds.

c) At a given signal, the first child in each line writes one word using the starting sound that heads his particular line. He then hands the chalk to the next child in his line and is seated.

d) The next child writes a word in the same manner and the race continues until a line is completely seated. If children in that line have used their starting sounds correctly, they are the winners of the race. (3)

LETTER SYNTHESIS

1. Anagrams

Use small cardboard squares, each having one letter to spell words, the words can be independent of each other or, in each turn, 1 pupil can spell a word and then another pupil can add letters to form a new word sharing a common letter (as in crossword puzzles). Due to the short words involved, each group of turns might have to begin a new interconnecting word pair.

2. Matrix

Have pupils fill in consonant- by-final VC element matrices. Blocks combining appropriate letters for real words are to be filled in by the pupil with those words. He is to mark an X

in the boxes which do not form real words (or which form low-frequency words he dosen't know).

VC / C	ag	ig	ug
r	rag	X	rug
+	tag	X	tug
b	bag	big	bug

3. Caboose

Place an initial sound card on or beneth the engine of a train and various ending sound cards on the cards. Have one or more children sound out the initial sound with a different ending sound each time, then have them say the word that the sounds make. The game may be varied by placing an ending sound on the caboose and various beginning sounds on the cars, then having the children hook up each initial sound car with the caboose. (4)

4. Word Maker

Divide the class into two or more teams. Select 2-4 members of each team. Have them face their team and give them flashcards which will form a word when arranged in proper order. (The words need not be the same for each team, but they should have the same number of letters.) Say a word for each team. The team that first arranges itself so that its word is spelled correctly gets one point. Have the child with the first letter in each word spell the word by naming each letter. Change the words and team members each time. (4)

5. Bingo

This game uses words the children can spell as clues for building a new word. It gives practice in identifying sounds in different positions within a word. Tell the children that you are going to say a word, and ask them to write the spelling for part of it. As soon as the successive spellings they write form a new word, they are to call "Bingo!" Give the words as fast as possible in order to put a premium on quick identification of sound and position. If the children find identification of sound and spelling too hard, have them write the entire word and then box the spelling needed. Scoring can be by team or individually. Give a penalty for calling before a real word is formed. Here is a sample game for use as practice:

Write the spelling for the first sound in bat.
Write the spelling for the vowel sound in kept.
Write the spelling for the last sound in win.
Write the spelling for the first sound in dig. (bend) (1)

6. Word Wheels

Cut an eight inch and a six inch circle of oaktag. Attach them to each other by means of a paper fastener. This wheel may be used to review short vowel sounds by printing the consonants around the circumference of the six-inch circle and "phonograms" such as at, it, ask, ing, est, ut and the like around the circumference of the eight-inch circle. Pupils can turn the wheels to "make words." (2)

7. Word Building

On the chalkboard write any consonant-vowel-consonant word such as pit. Call on a child to come to the chalkboard and write as many words as he can by substituting other vowels for the in pit. Continue the activity by listing other CVC words on the chalkboard and calling on other children in turn to make vowel substitutions. (2)

WHOLE WORDS

1. Spell Aloud And Print

Read or say a word to the pupil. He must say and then spell a word that rhymes with it. If he can spell it aloud correctly, he gets to move one space on a game board or blackboard "race course." If he can also print it correctly, he can move a second space.

2. Picture Dictionary

Show pupils a picture of an object and see who can find it in the alphabetical dictionary first, then do the same with words.

3. Concentration

Six to eight identical pairs of cards (e.g., 2 "am" cards, 2 "see" cards, etc.) are placed face down between 2-4 players. The cards may be made in a convenient size by cutting apart a Practice Exercise and pasting the words or letters on index cards no larger then 3 x 5. The first player turns over 2 cards, leaving them in the same place, and names them by reading the words or word elements or saying the letter names. If they are identical, he keeps them and gets another turn, continuing his

turns until he gets a non-pair. If they are not identical, he turns them back over, and it becomes the second player's turn. Play continues until all cards are collected. The player with the most cards may be declared the winner. (4)

4. Spell It

Make a hatband of tagboard fastened with a paper clip. Place the hatband on a child at the front of the room facing the class. Have the child close his eyes as you insert a flashcard at the front of the band. The child asks a classmate to spell the card. The second child spells it, and the first child must pronounce it correctly. Repeat the process, giving the hatband to the second child. (4)

5. Elephant Walk

Select previously taught flashcards. The children stand in a line. Each child is called upon to spell a word, and he is allowed to move forward if he reads it correctly. Use a variety of steps in moving forward (elephant steps, baby steps, scissor steps, etc.). (4)

6. Home Run

Divide the class into two teams. Team 1 "comes to bat" first. Say a word to the first "batter" and ask him to "spell" it. If he answers correctly, his team scores a run. If he misses, it is an "out". Use a new word with the next batter on Team 1. Continue until Team 1 has made 3 outs. Then repeat the procedure with Team 2 until they have made 3 outs to end the inning. Each inning can be considered as a separate game in which the team with the most runs wins, or the scores may be summed for the total number of innings to determine the winner. (4)

7. Change Over

Divide the class into two equal teams. One team sits or stands on one side of the room and the other team is on the opposite side. The teacher gives instructions to spell a word or give a rhyming word etc. She then says a word, and the child at the head of each line tries to spell first. The child who answers correctly first and the other child both go to the end of the winner's line. The team that finishes with the most players wins the game. (4)

8. Train Ride

Choose 5 to 10 "tickets" (i.e., flashcards for words, word elements, word attack, or letter names) and appoint one child as the enginner,

a second as the conductor, and a third as the ticket agent. The ticket agent "sells" a ticket to a passenger. The passenger doesn't look at the word on the ticket, then takes it to the conductor, shows it to him and the class. The conductor reads it and the passenger has to spell it correctly in order to board the train. This procedure is repeated until all passengers have "bought" their tickets and boarded the train. The engineer then leads the group for a ride around the room.

a) Variation - Use tickets with only initial letters and ending sounds. The passenger must then give a word beginning or ending with the same sound before he climbs aboard the train.

b) The names of the workers may be changed so that the game can be called "Rocket Trip", "Ocean Voyage", or other such names. (4)

9. Behind Your Back

The teacher writes four spelling words on the board.

a) A child is chosen to stand with her back to the board in front of the class.

b) Another child is chosen to come up and point to one of the words for the class to see.

c) The class pronounces the word silently for the child with her back to the board. She must spell the word they are pronouncing.

d) If the child guesses which word the class is pronouncing, and spells it correctly she now is allowed to point out a word behind another child's back. (3)

10. Stop The Dragon

Teacher draws a picture of a "maiden" tied by five ropes to a post. Between the girl and a threatening looking dragon are five waves of water. The water is keeping the dragon from reaching the maiden with his flaming tongue.

a) The boy in class will try to help the dragon and the girls will help the maiden.

b) The teacher gives a spelling word to the first girl on the girl's side. If she spells the word correctly, she is allowed to remove one of the ropes from the maiden.

c) If the girl misspells the word, no rope is removed.

d) The boy's turn is next. If the spells his words correctly, one of the waves is removed. (Erased.)

e) If the boy misspells his word, none of the waves is removed.

f) The object of the game is for the girls to help the maiden escape from the five ropes before the boys can help the dragon remove the five waves of water. (3)

11. Obstacle Course

The class is divided into two lines.

a) The lines stand 15 to 20 feet from the blackboard.

b) The children are told that they must hop, skip, walk backwards or blindfolded to the blackboard when given the starting signal.

c) The teacher now gives a spelling word to be written on the blackboard. This spelling word is the starting signal.

d) The first two children hop the board, write the word and hop back to the end of their lines.

e) Now, the next two children in line will be given words.

f) The line that writes the most correctly spelled words is the winner. (3)

12. Blackboard Baseball

Draw home plate and three bases on the blackboard.

a) Divide room into two sides and let the children choose names for their respective teams. (Examples: Yankees and Dodgers.)

b) The Yankees can be "up" first. The first child on their team walks up to the plate drawn on the board.

c) The teacher (or student) says, "Here's the windup, the pitch, and the ball is..." and a spelling word is given to the player at the base.

d) The player writes the word on the plate. If it is correct, he can go to 1st base.

e) Now the next Yankee player comes up the plate and waits for the next "pitch."

f) The teacher now gives another word as was explained in step 4. Both children write the words in their squares.

g) If both children spell their words correctly, they move on to their next bases just as in regular baseball.

h) If a child misses a problem he must sit down as he has made an "out." The other players continue on to their bases.

i) When the Yankees have made three outs, their side is retired and the Dodgers are up.

j) Each time a child is able to move through for four squares, his team is given one run. (3)

13. Cats and Dogs

Teacher draws a tic tac toe game on board.

a) The class divides into two teams.

b) Children can choose their own symbols for the game. (Example: dogs and cats.)

c) Teacher gives the first children on the cat's side a spelling word.

d) If the child spells the word correctly, he can draw a cat in the square he chooses. If the word is spelled incorrectly, no mark can be made.

e) Now, it is the dog's turn.

f) The game continues until one or the other side has a straight row of dogs or cats in a horizontal, vertical, or diagonal line. (3)

14. Hole In One

The class is divided into two teams, Blues and Greens.

a) The first child on the Blues stands ten to twenty feet (varying with age) from a regular paper basket. Blue tries to throw an eraser into the basket.

b) If the eraser goes into the basket, Blues's own side will ask him a study word to spell.

c) If the eraser misses the basket, Blue must let a Green ask him a study word to spell.

d) The children will try to hit the basket because their own side will give easier words. Any child that asks a word, however, must know how to spell it himself.

e) The game continues as the first Green player has his turn at the basket. One point is scored for each correct answer. (3)

15. Blackboard Football

Class divides into two teams. (For example: The Bears and Army.)

a) An Army player is given a word to spell. If he spells it correctly, the football is moved (drawn) over the Bear's 40-yard line.

b) Now a Bears player is given a word. If he spells it correctly, the ball is "pushed" back ten yards to the 50-yard line again. Now it is Army's turn again.

c) If a player spells a word incorrectly, the ball does not move.

d) The first team that reaches the opponent's goal line has made a touchdown and receives six points.

e) A scorekeeper can score the game. (3)

MISSPELLED WORDS

1. Have incorrect CVC-CVCe substitutions in sentences which make them sound funny. Ss must correct the errors. (e.g., Pet the Pete Keepy.

Pete the petx keeper.

The King put on his rob.

The King put on his robe.)

2. Circle incorrectly spelled words in a sentence or paragraph and rewrite them correctly.

3. Blackboard Auto Races

Children draw and cut out their own cardboard cars (or horses, turtles or ships) before the game.

a) Two children are chosen to bring their cars up to the blackboard.

b) The two cars are placed at opposite ends of the chalk tray as shown above.

c) Five incorrectly spelled words have been written on both sides of the blackboard finish line shown above.

d) Each of the two children stand in front of their first starting sound above the cars.

e) The teacher gives the starting signal and the race to the center finish line is on. Each child must correctly respell a word before he can move his car on to the next word.

f) The first car to reach the finish line is the winner. (3)

4. Secret Code

Divide class into two sides, the Secret Agents and the Undercover Men.

a) The first Undercover Man walks to the board and writes a "secret code" word to his team. The "secret code" words are scrambled words taken from the study list. His own Undercover Man must guess the word before the Secret Agents. Example: ipll (answer: ipll).

b) The team that guesses the word first wins the contest and it is then the Secret Agents' turn to write a "secret code" word on the board. (3)

REFERENCES

Day, Katherine, & Lyhtbody, P. Words and patterns. Chicago: SRA, 1970.

Hanna, Jean, & Hanna, Paul. First steps: a speller for beginners. Boston: Houghton Mifflin, 1967.

Landen, Leslie. 100 blackboard games. Palo Alto: Fearon Publishers, 1956.

SWRL. First-year model 1 reading program. Los Angeles: SWRL, 1970.